**Lesson Plan -** **US History**

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| **Course: US History** | **Unit 1 – Civil War and Reconstruction** | **Instructor: McDonald** |

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| **Objective:** Students will be re-introduced to the Origins of the American Nation and its relationship to our modern society. | **Date(s):** | |
| **Standard/Benchmark:**  [LA.1112.1.6.1](http://connected.mcgraw-hill.com/ssh/DA1BAB62-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.1.6.3](http://connected.mcgraw-hill.com/ssh/DA1BDB64-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.3](http://connected.mcgraw-hill.com/ssh/DA1E3DB4-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.6](http://connected.mcgraw-hill.com/ssh/AF319610-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.H.3.1](http://connected.mcgraw-hill.com/ssh/AFA60162-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.2](http://connected.mcgraw-hill.com/ssh/AF5A8DFE-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.3](http://connected.mcgraw-hill.com/ssh/AF5AF8CA-CCB8-11DD-A7C8-69619DFF4B22)(see attached standards list) Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists**) | | |
| Essential Question: How did Western Expansion contribute to the tensions revolving around slavery? | | |
| **Instructional Focus (FCIM):** Compare and Contrast / Cause and Effect / Bias / Cornell Notes / | **Materials:** Textbook, Cornel-notes | |
| **Vocabulary (for active Word Wall):** Slavery, westward expansion, Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act, Dred Scott, Anaconda Plan, Emancipation Proclamation, Gettysburg, Appomattox, Black Codes, Carpet Baggers, 13/14/15 | **Cross Curricular Connection:** Writing and reading support Language Arts/ Reading Classes |

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| **Warm-up/Opening**: Students will engage in a primary source analysis / vocab activity prior to the start of class. Students will complete the activity on their own and instructor led discussion to follow. Instructor will rotate around the room to make sure students are focused on their work and help aid understanding. Students will also be allowed the opportunity to revisit confusing areas. | **Time10** |  | **Teacher Notes:** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SRE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will begin discussion on the new unit. This unit will cover the Civil War and Reconstruction. The focus of today’s lesson will be “Causes of the Civil War.” Instructor will pass out any necessary handouts. Students will be required to listen, ask, and answer questions in order to familiarize themselves with the topic, key ideas and terms. Students will also be required to take notes pertaining to relevant information regarding the topic. | **Time**  **20** |
| **Student Work Period:**  Students will first read about and then create a flow chart highlighting the events that lead to Southern Secession. Upon completion of this activity, students will create a plan that aims at eliminating the Civil War. Students will be encouraged to work in groups and to  Share their ideas while challenging one another. Group share out prior to end of class. Writing activity to close class – SRE based on the Essential Question of the day.  **WRAP- UP:** Instructor will utilize information from the day’s class to review the aforementioned topic and present students with higher order questioning. | **Time**  **45** | **Scripted Higher Order Questions**   * In your opinion, was the Civil War justified? * Which reasons for war do you find most justifiable? Why? * Were any of the compromises a real solution? | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework:** Unit packet identifications and higher order questions | **Time**  **10** | **Reflection on Lesson** | |

**See Attached for information below**

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| **Data Utilized to Identify Students for Differentiated Instruction:**  **Formative and summative data from class test, state tests and individual observation.**  **Marzano’s 9 High-Yield Strategies**   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s): |